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| ReadingLesson Plan | | | |
| Title:Face Reading “Your Face is Your Fortune” | | | |
| Teacher | Student Level & Age | No of Students | Length |
| Darae Sophie Jeon | Pre-Intermediate /  High school age or university students | 15 | 50 mins |
| Materials: - White board and markers  - Computer and projector beam  - Pictures  - A video clip: the movie, “Face Reader”  -*The beauty makes a chance*reading worksheets (20 copies)  - *The beauty makes achance*question worksheets (20 copies) | | | |
| Aims: To help the Ss improve their reading comprehension skills by reading an article on worksheet  To help the Ss learn new vocabulary through explaining and understanding by worksheets and a group discussion  To help the Ss are able to catch the main idea clearly through the activities with worksheets  To help the Ss being able to learn vocabulary from an article on worksheet | | | |
| Language Skills: Reading: Reading an article on worksheet with skimming and scanning  Listening: Listening to the teacher’s instruction, classmate’s taking, and the video clip  Writing: Learning new vocabulary through an article and activity worksheets  Speaking: Presenting the Ss’ personal opinion to the classmates | | | |
| Language Systems: Lexis: New vocabulary inthe article  Grammar: The subjective mood “If I were…, I would/should/could/might + verb~” on the question worksheet  Discourse: Interaction between the teacher and the Ss/ the student and the Ss through discussion and presentation  Function: Complimenting others  Phonology: Pronunciations and its vocabulary | | | |
| Assumptions: The most Ss know what the face reading means  The Ss have their own opinion regarding on the topic  The Ss already know each other fairly well | | | |
| Anticipated Errors and Solutions: The Ss may not be able to understand some words in the worksheets   * Eliciting the meaning of the words, and then explaining   Some Ss may have difficulty aboutunderstanding an article clearly   * Monitoring their activities and then giving the Ss some guide lines   If some Ss do not give their opinion during a group discussion   * Teacher gives her opinion first, so the Ss would feel comfortable to express their thought * Teacher encourage the Ss continuously   The Ss have different reading speeds   * Dividing the Ss in three groups, so they share their understanding about the topic | | | |
| References: <http://www.youtube.com/watch?v=nJTa6JkrIjQ>  <http://cs1.elfilm.com/title/photo/o/elfilm.com-the-face-reader-255814.jpg>  <http://www.davidhcunningham.com/wp-content/uploads/2013/01/Birth_of_venus.jpg> | | | |
| Notes: | | | |

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| Pre-Task | | | |
| Title: Lead-In | | Aims: To help the Ss pay attention  To elicit the topic from the Ss | Materials: Board and markers  Pictures related to the topic |
| Time | Set Up | Students | Teacher |
| 6mins | Whole class | The Ss listen to what the teacher says, and predict what they are going to discuss. | The teacher monitors the Ss discreetly.  The teacher introduces what the Ss will discuss through using the bottom-up model through showing the pictures |
| Notes: | | | |

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| Task Preparation | | | |
| Title: Pre-activity | | Aims:To help the Ss get interested in the main topic To help the Ss develop their receptive language skill | Materials: Computer and projector beam  Video Clip, the movie “Face Reader”  *The beauty makes a chance*readingworksheets (20 copies) |
| Time | Set Up | Students | Teacher |
| 16mins | Whole class | Watching the videoclip, and then expect what the topic is.  The Ss read an article on the worksheet by skimming, and then understand the main information  The Ss get interested in the topic more and more | The teacher monitors the Ss discreetly.  The teacher starts with the movie story with showing the poster and a video clip  The teacher elicit the Ss’ own opinion |
| Notes: | | | |

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| Task Realization | | | |
| Title: Main activity | | Aims:To help the Ss practice speaking through explaining their individual idea to the peer and the classmates To help the Ss learn new vocabulary related to the topic through working with worksheets  To help the Ss develop their reading skill | Materials: Computer and projector beam  *The beauty makes a chance*question worksheets (20 copies) |
| Time | Set Up | Students | Teacher |
| 22mins | Individual  ↓  Peer  ↓  Whole class | The Ss understand what the questions are on the worksheet, and then answer about that.  The Ss do the exercise individually and learn some of the new vocabulary through the question worksheet.  The Ss explain what they wrote on a worksheet to their peer and the classmates– share the idea   * Some of the Ss explain what they wrote on a worksheet to the whole class | The teacher monitors the Ss discreetly.  The teacher gives the Ssexplanations and open questions about superheroes through showing the photos, so the Ss get some idea to answer the Q&A worksheet  CCQ |
| Notes: | | | |

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| Post Task | | | |
| Title:Conclusion Post activity | | Aims:To check the students get the clear idea, concept, and the contentofsuperheroes | Materials: Board and markers  Computer and projector beam |
| Time | Set Up | Students | Teacher |
| 4mins | Whole class | The Ss review the topic and what they did.  The Ss expect what they are going to do the next class | The teacher monitors the Ss discreetly.  The teacher summarize the class with checking the Ss’ understanding at the same time  The teacher gives a short information about the next lesson  CCQ |
| Notes: | | | |